

Communication - Group Discussions

Scoring Criteria	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Participates in group discussions.				
Encourages others to join the conversation.				
Maintains the pace of the discussion to achieve goals.				
Shares ideas and thoughts.				
Offers constructive criticism and recommendations.				
Credits others for their contributions and ideas.				
Empathizes with others.				
Requests input from others to reach an agreement.				
Expresses ideas and thoughts.				

Class Debate Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Information	All information was accurate and clear	Most information was accurate and clear	Most information was accurate and clear, but not usually thorough	Information had several inaccuracies or was usually unclear
Rebuttal	All counterarguments Were accurate, relevant, and strong	Most counterarguments Were accurate, relevant, and strong	Most counterarguments were accurate and relevant, but several were weak	Counterarguments were not accurate or relevant
Organization	All arguments were logical and clearly followed a premise	Most arguments were logical and clearly followed a premise	Arguments were logical, but did not always follow a premise	Arguments were illogical and did not follow a premise
Understanding of Topic	The team clearly Understood the topic fully and presented convincingly	The team clearly Understood the topic and presented with ease	The team understood the main points of the topic and presented those well	The team did not exhibit an adequate understanding of the topic
Respect for Other Team	Showed high respect for other team in language, responses, and body language	Showed good respect for other team in language, responses, and body language	Showed moderate respect for other team in language, responses, and body language	Language, responses, and body language were consistently disrespectful

Classroom Discussion Rubric

	Exemplary	Effective	Minimal	Unsatisfactory
SUBSTANTIVE				
• States and identifies issues	Accurately states and identifies issues	Accurately states an issue	States a relevant, factual, ethical, or definitional issue as a question	Does not state any issues
• Uses foundational knowledge	Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else	Does not express any relevant foundational knowledge
• Stipulates claims or definitions	Pursues an issue with a stipulation	Does not stipulate a claim or definition	Does not stipulate a claim or definition	Does not stipulate a claim or definition
• Elaborates statements with explanations, reasons, or evidence	Pursues an issue with one or more elaborated statements	Pursues an issue with at least one elaborated statement	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issues
• Recognizes values or value conflict	Recognizes values or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict
• Argues by analogy	Uses analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion
PROCEDURAL				
• Invites contributions from others	Engages others in discussion by inviting their comments	Invites comments from others	Does not invite comments from others	Does not invite comments from others
• Acknowledges the statements of others	Engages others in the discussion by acknowledging their contributions	Does not acknowledge the statements of others	Does not acknowledge the statements of others	Does not acknowledge the statements of others
• Challenges the accuracy, logic, relevance, or clarity of statements	Constructively challenges the accuracy, clarity, relevance, or logic of statements made	Responds in a civil manner to statements made by others by challenging its accuracy, clarity, relevance, or logic	Does not challenge the accuracy, clarity, relevance, or logic of statements	Does not challenge the accuracy, clarity, relevance, or logic of statements
• Summarizes points of Agreement/disagreement	Summarizes points of agreement and disagreement	Does not clearly summarize points of agreement	Does not summarize points of agreement or disagreement	Does not summarize points of agreement or disagreement

Socratic Seminar: Participant Rubric

A Level Participant	<ul style="list-style-type: none"> ◆ Participant, through his or her comments, demonstrates a <u>deep knowledge</u> of the text and the question ◆ Participant has come to the seminar <u>prepared</u>, with notes and a marked/annotated text ◆ Participant, through his or her comments, shows that s/he is <u>actively listening</u> to other participants ◆ S/he <u>offers clarification</u> and/or follow-up that extends the conversation ◆ Participant offers <u>solid analysis</u> and his/her remarks often <u>refer back</u> to specific parts of the text.
B Level Participant	<ul style="list-style-type: none"> ◆ Through his or her comments, participant demonstrates a <u>good knowledge</u> of the text and the question ◆ Participant has come to the seminar <u>prepared</u>, with notes and a marked/annotated text ◆ Participant shows that s/he is <u>actively listening</u> to others. ◆ S/he <u>offers clarification</u> and/or follow-up ◆ Participant offers <u>solid analysis</u> without prompting
C Level Participant	<ul style="list-style-type: none"> ◆ Through his or her comments, participant demonstrates a <u>general knowledge</u> of the text and question ◆ Participant is <u>less prepared</u>, with few notes and no marked/annotated text ◆ Participant is <u>actively listening</u> to others, but <u>does not offer clarification</u> and/or follow-up to others' comments ◆ Participant offers <u>some analysis</u>, but needs prompting from the seminar leader ◆ Participant <u>relies more upon his or her opinion</u>, and less on the text to drive his or her comments
D or F Level Participant	<ul style="list-style-type: none"> ◆ Participant comes to the seminar with <u>little understanding</u> of the text and question ◆ Participant comes to the seminar <u>ill-prepared</u> ◆ Participant <u>does not listen</u> to others, offers no clarification or follow-up ◆ Participant offers <u>little or no commentary</u> ◆ Participant offers <u>no analysis</u> and does not in any way refer to the text.

HIGH SCHOOL SEMINAR RUBRIC

	Exemplary 4	Very Good 3	Developing 2	Beginning 1	Non• Scoreable 0
<u>Critical Reading</u>	<ul style="list-style-type: none"> Clearly addresses focus (assignment) for critical reading 	<ul style="list-style-type: none"> Addresses focus for critical reading 	<ul style="list-style-type: none"> Attempts to address focus for critical reading 	<ul style="list-style-type: none"> Ineffectively addresses focus for critical reading 	<ul style="list-style-type: none"> Fails to address focus for critical reading
<u>Listening</u>	<ul style="list-style-type: none"> References previous remarks Directs comments/questions to others Demonstrates appropriate listening behaviors (eye contact, waiting until another is finished before speaking, etc.) 	<ul style="list-style-type: none"> References previous remarks Directs comments to others Aware of appropriate listening behaviors 	<ul style="list-style-type: none"> Sometimes references previous remarks Occasionally directs comments to others Inconsistently demonstrates appropriate listening behaviors 	<ul style="list-style-type: none"> Rarely makes reference to previous remarks Rarely directs comments to others Rarely demonstrates appropriate listening behaviors 	<ul style="list-style-type: none"> No reference made to previous remarks Fails to address other participants Demonstrates inappropriate listening behaviors
<u>Reasoning</u>	<ul style="list-style-type: none"> Comments are timely and relevant to discussion Comments/questions move discussion beyond surface content address complex ideas Provides clear support from text and other examples 	<ul style="list-style-type: none"> Comments are timely and relevant Comments make connections to previous ideas/occasionally questions Responses move discussion beyond surface/occasionally questions Provides support from text or other examples 	<ul style="list-style-type: none"> Comments relevant/sometimes timely Attempts to make connections/no questioning Attempts understanding /no questioning Provides support occasionally through examples 	<ul style="list-style-type: none"> Comments may be relevant, but not timely Can respond to questions that make connections Restates previous remarks/ideas Provides support with prompting 	<ul style="list-style-type: none"> Comments irrelevant and untimely No connections made Only stays at surface Does not provide support for ideas



HIGH SCHOOL SEMINAR RUBRIC, CONTINUED

	Exemplary 4	Very Good 3	Developing 2	Beginning 1	Non-Scoreable 0
<u>Speaking</u>	<ul style="list-style-type: none"> • Speaks at an appropriate pace and volume • Uses vocabulary appropriate to ideas expressed • Uses correct grammar • Organizes ideas as speaking 	<ul style="list-style-type: none"> • Speaks at an appropriate pace/volume may be coached • Uses vocabulary appropriate to ideas/occasional coaching needed • Uses correct grammar • Usually able to organize as speaking 	<ul style="list-style-type: none"> • Speaks at an appropriate pace/can be heard most of the time • With coaching, vocabulary appropriate to ideas expressed • Incorrect grammar not distracting to listeners • Ideas unorganized, but listener can understand what is being conveyed 	<ul style="list-style-type: none"> • Speaks at an appropriate pace and volume when prompted by others • Vocabulary not on appropriate level • Incorrect grammar distracts listener from ideas presented • Rambles/ideas unorganized 	<ul style="list-style-type: none"> • Cannot be heard
<u>Writing</u>	<ul style="list-style-type: none"> • Addresses focus for assignment • Reflects clear organizational plan (smooth progression) • Offers examples which clearly support main idea • No errors in grammar or mechanics 	<ul style="list-style-type: none"> • Addresses focus for assignment • Reflects organizational plan (good progression) • Offers relevant examples in support of main idea • Few errors in grammar or mechanics 	<ul style="list-style-type: none"> • Attempts to address focus for assignment • Reflects some organization • Occasionally offers relevant examples in support of main idea • Errors in grammar and mechanics not distracting 	<ul style="list-style-type: none"> • Ineffectively addresses focus for assignment • Reflects incomplete organization • Offers vague/irrelevant examples for support • Errors in grammar and mechanics distract the reader 	<ul style="list-style-type: none"> • Fails to address focus for assignment • Lacks organization (no progression) • No examples offered for support